

5440-39 Bilingual Education

The holder is authorized to teach students who are English Language Learners (ELL) and/or native speakers of English, in a language other than English, as well as in English. This endorsement is limited to holders of endorsements in early childhood, elementary education, middle grades, special education, English as a Second Language, or science, social studies, mathematics, or English language arts. The holder's language(s) of concentration and instructional level shall be indicated on the endorsement.

In order to qualify for this endorsement, the candidate shall demonstrate the following:

1. Proficiency in a second language, including listening, speaking, reading and writing skills.
2. Knowledge of the special problems and unique qualities for bilingual-multicultural education, including a respect for cultural diversity and a special sensitivity to the development of self-concept and special needs of children of different cultures, as well as knowledge of the history and culture of peoples associated with the students' dominant language.
3. Knowledge of the differences between the sound systems, forms and structures of the second language and English, as well as knowledge of sociolinguistics and psycholinguistics necessary to understand the differences and commonalities between the two sound systems.
4. Knowledge of how to assess students' language abilities and how to adapt instructional materials to meet students' needs and abilities.
5. Ability to teach (contingent upon holding an endorsement in the subject area) subject matter in the students' dominant language, according to the students' needs and abilities.
6. Ability to develop students' awareness of and appreciation for cultural diversity.
7. Ability to assist students in maintaining and extending identification with and pride in their first culture, while at the same time facilitating learning to be successful in the dominant culture.
8. Ability to assist students in maintaining and extending their command of their first language as well as the English language.
9. Ability to involve students in the culture and history of their ancestry to help develop their understanding of the contribution of their cultural or ethnic group to American culture, history and life style.
10. Ability to identify cultural biases in existing curricula, materials, and/or teaching techniques and to modify these as appropriate.
11. Ability to foster the relationship between families of bilingual students and the schools.
12. Ability to stimulate community participation in the school program and to enhance sociocultural exchanges among all groups.